



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1860 S Longmore Street, Mesa, AZ 85202

Mesa Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Highly Performing
2003-04 Excelling

(a) For additional information,
please refer to Achievement
Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information,
please refer to the AYP page in this
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Matt Devlin
Schedule : 08:00 AM to 04:00 PM
Grades : 7-9
Web Address : www.mesa.k12.az.us
Phone Number : (480) 472-2300
Fax Number : (480) 472-2299
E-mail : mjdevlin@mpsaz.org

Mission

Our school community will continue to exemplify the Rhodes tradition of excellence in education. We provide a safe, positive and encouraging classroom environment that is conducive to learning. The teaching staff is committed to formal, on-going school improvement. We model life-long learning for our students and set high expectations for all. We believe that all students can learn and it is our mission to provide the support necessary for each student to realize his/her potential.

School / Academic Goals

- ü Rhodes Jr. High will demonstrate a one percent increase in the number of students meeting or exceeding the state standards in reading as measured by the AIMS test.
- ü Rhodes Jr. High will demonstrate a one percent increase in the number of students meeting or exceeding the state standards in math as measured by the AIMS test.
- ü Rhodes Jr. High will demonstrate a one percent increase in the number of students meeting or exceeding the state standards in writing as measured by the AIMS test.
- ü Rhodes will develop a positive school climate for all students.

Enrollment

October 1, 2005 School Year Student Enrollment : 1095
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 114

Instructional Programs

- Ü Advanced Placement
- Ü At-risk
- Ü SEI
- Ü Gifted
- Ü Mentoring
- Ü Tutoring

Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Rhodes provides a safe learning environment for all students, regardless of national origin or beliefs. High expectations are held for all students. Timely reports are made to parents concerning students' academic progress, attendance and behavior. We work collaboratively with the students and parents to ensure student success and will make accommodations whenever necessary.

Parents

Rhodes parent community supports the total school program and actively participates in its academics, activities and programs. Parents are responsible for responding appropriately to school concerns and their children's needs. Parents work collaboratively with teachers and staff to ensure student success.

Transportation Policy

Busing is provided for all students living more than 1.5 miles from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Project Citizen 2nd place in state	2005
Ü Spirit of Unity Award (MLK)	2004
Ü SADD Chapter of the Year	2004
Ü 6 City Champion Sports Teams	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	337	5532	78546	97	96	97	570	556	543	4	10	15	10	14	18	59	54	52	26	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	159	2692	38645	98	97	98	570	557	545	3	9	13	11	14	18	58	56	54	27	20	15
Male	178	2839	39792	96	95	97	570	556	542	5	11	17	10	15	17	60	53	50	26	21	15
African American	25	226	4205	93	95	97	551	536	524	8	16	22	16	16	22	52	57	49	24	11	7
Hispanic	71	1826	31177	96	95	97	549	530	524	8	19	22	20	22	23	61	51	48	11	8	7
Asian/Pacific Islander	11	132	1940	100	98	99	566	575	580	NA	5	5	NA	9	9	82	58	53	18	27	33
American Indian/Alaskan Native	NC	257	4689	NC	94	95	NC	525	515	NC	23	28	NC	22	25	NC	48	43	NC	7	4
White	221	3090	36450	97	96	97	580	575	563	3	4	7	7	10	12	58	57	57	32	30	23
Students with Disabilities	19	392	8093	66	71	82	502	497	489	42	39	50	21	28	24	37	30	23	NA	3	2
Students without Disabilities	318	5140	70453	99	98	100	574	560	549	2	8	11	10	13	17	60	56	56	28	22	16
Limited English Proficient Students	NC	505	9323	NC	94	94	NC	492	491	NC	45	47	NC	28	28	NC	27	24	NC	0	1
Migrant Students	--	32	674	--	91	95	--	513	515	--	31	28	--	22	27	--	44	40	--	3	5
Economically Disadvantaged	87	2500	34694	94	94	96	552	533	524	10	18	23	18	21	23	53	51	48	18	10	7
Non-Economically Disadvantaged	250	3032	43852	98	97	99	577	575	559	2	4	10	8	9	13	61	57	56	29	30	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	346	5530	79045	99	96	98	538	521	512	3	7	10	14	21	25	68	63	58	16	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	161	2703	38860	99	97	98	547	527	519	1	5	7	14	19	22	63	65	62	21	11	8
Male	185	2826	40075	99	94	97	530	515	505	4	9	12	13	22	28	71	61	54	12	8	6
African American	26	228	4250	96	95	98	517	507	500	4	9	12	31	24	31	58	64	54	8	3	3
Hispanic	74	1811	31314	100	95	98	515	497	493	7	14	16	22	30	34	64	52	48	8	3	2
Asian/Pacific Islander	11	133	1949	100	99	99	534	530	536	NA	4	4	9	17	15	91	68	66	NA	11	15
American Indian/Alaskan Native	NC	256	4719	NC	94	96	NC	494	489	NC	9	15	NC	41	39	NC	46	45	NC	4	2
White	226	3101	36730	99	97	98	548	538	532	1	2	4	9	13	16	69	71	68	20	14	12
Students with Disabilities	27	386	8552	93	70	87	481	469	463	19	26	35	37	44	40	44	29	23	NA	2	1
Students without Disabilities	319	5144	70493	100	99	100	543	524	517	1	6	7	12	19	24	70	66	62	18	10	8
Limited English Proficient Students	10	493	9355	100	92	95	NA	456	456	NA	37	37	NA	47	48	NA	17	15	NA	NA	0
Migrant Students	--	31	682	--	89	96	--	480	480	--	23	23	--	35	37	--	42	39	--	NA	1
Economically Disadvantaged	91	2483	34922	98	94	96	521	500	493	4	12	15	23	30	34	60	53	48	12	4	3
Non-Economically Disadvantaged	255	3047	44123	100	98	99	544	538	527	2	3	6	10	13	18	70	71	66	18	14	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	340	5561	79657	97	96	99	571	564	566	4	3	3	4	8	8	88	88	87	4	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	159	2711	39120	98	97	99	589	578	580	2	2	2	2	4	4	91	93	92	5	1	2
Male	181	2849	40423	97	95	98	555	551	553	7	4	5	6	12	12	85	83	83	3	1	1
African American	25	228	4290	93	95	99	554	555	560	8	5	4	NA	9	9	92	86	86	NA	NA	1
Hispanic	71	1839	31642	96	96	99	557	546	552	3	6	5	6	12	11	92	82	84	NA	1	0
Asian/Pacific Islander	10	133	1948	91	99	99	NA	581	589	NA	1	1	NA	5	3	NA	92	91	NA	2	4
American Indian/Alaskan Native	NC	257	4760	NC	94	97	NC	545	547	NC	4	5	NC	16	14	NC	80	81	NC	0	0
White	225	3103	36929	99	97	99	576	576	579	5	2	2	4	5	5	85	92	91	6	1	2
Students with Disabilities	22	420	9069	76	76	92	515	508	508	14	10	11	5	31	30	82	55	58	NA	3	1
Students without Disabilities	318	5141	70588	99	98	100	574	568	573	4	3	2	4	6	5	88	90	91	4	1	1
Limited English Proficient Students	10	507	9521	100	94	96	NA	495	507	NA	16	13	NA	26	24	NA	57	63	NA	0	0
Migrant Students	--	32	694	--	91	98	--	532	546	--	6	5	--	16	12	--	78	82	--	NA	1
Economically Disadvantaged	89	2508	35341	96	95	97	556	548	551	6	5	5	6	12	12	87	82	83	2	0	0
Non-Economically Disadvantaged	251	3053	44316	98	98	100	576	577	578	4	2	2	4	4	5	88	92	90	4	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	336	5357	78400	94	95	97	578	568	554	8	16	21	12	16	19	61	50	47	19	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	170	2653	38686	95	96	98	575	566	554	8	15	20	10	16	20	66	53	49	16	16	12
Male	166	2703	39636	94	94	96	580	569	554	8	18	23	14	16	18	57	47	46	21	20	13
African American	14	211	4193	93	91	97	538	538	533	29	27	32	14	27	23	50	39	40	7	8	5
Hispanic	65	1741	30732	89	95	97	558	537	534	14	30	31	23	22	24	52	41	40	11	7	5
Asian/Pacific Islander	NC	112	1827	NC	95	99	NC	590	594	NC	8	8	NC	13	12	NC	53	49	NC	26	31
American Indian/Alaskan Native	11	231	4536	92	92	95	552	539	528	18	28	35	9	26	25	73	40	37	NA	6	4
White	237	3062	37038	96	95	97	587	588	575	5	7	11	9	11	14	64	57	56	22	25	19
Students with Disabilities	11	311	7840	41	62	81	514	508	498	45	46	60	18	24	18	36	26	20	NA	4	2
Students without Disabilities	325	5046	70560	99	98	99	580	571	560	7	14	17	12	15	19	62	51	50	19	19	14
Limited English Proficient Students	11	468	8956	92	92	95	513	498	502	55	63	56	18	21	25	27	15	18	NA	1	1
Migrant Students	--	30	676	--	81	95	--	521	523	--	43	38	--	20	25	--	37	36	--	NA	1
Economically Disadvantaged	80	2339	33014	87	93	95	557	542	534	16	27	31	20	21	24	54	43	40	10	8	5
Non-Economically Disadvantaged	256	3018	45386	97	96	99	584	587	569	5	8	15	9	12	15	64	55	52	21	25	18

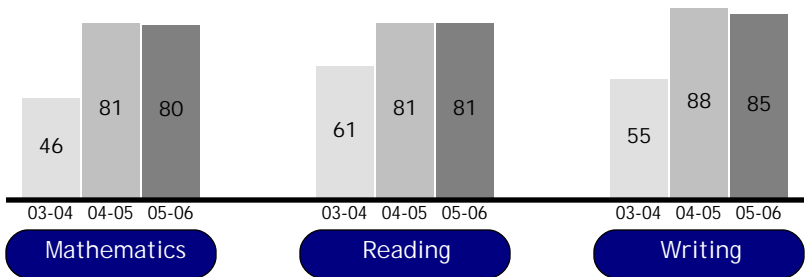
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	343	5417	79179	96	96	98	540	526	519	4	9	11	14	22	27	73	63	58	8	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	170	2669	38974	95	97	99	545	531	524	1	7	8	9	21	25	81	66	61	9	6	5
Male	173	2746	40124	98	95	97	534	522	513	7	11	13	19	23	28	66	60	54	8	6	4
African American	14	218	4243	93	94	98	531	507	506	7	13	14	21	30	32	57	55	51	14	2	3
Hispanic	67	1754	30987	92	96	98	519	498	498	7	18	17	24	34	36	66	46	45	3	2	1
Asian/Pacific Islander	NC	115	1832	NC	97	99	NC	535	543	NC	3	4	NC	22	17	NC	69	69	NC	6	10
American Indian/Alaskan Native	12	241	4573	100	96	96	493	502	494	33	15	16	17	32	41	50	51	42	NA	2	1
White	241	3089	37467	98	96	98	548	545	539	1	3	5	11	14	17	78	74	70	10	9	8
Students with Disabilities	18	369	8567	67	73	88	468	470	467	44	35	39	28	37	38	28	26	22	NA	2	1
Students without Disabilities	325	5048	70612	99	98	99	544	530	524	2	7	7	14	21	25	76	66	62	9	6	5
Limited English Proficient Students	11	470	9013	92	92	95	471	454	461	18	47	40	73	44	48	9	9	12	NA	NA	0
Migrant Students	--	34	680	--	92	96	--	481	487	--	21	20	--	47	43	--	32	36	--	NA	1
Economically Disadvantaged	85	2372	33345	92	95	96	518	503	499	11	16	17	28	33	36	54	49	46	7	2	1
Non-Economically Disadvantaged	258	3045	45834	98	97	99	547	544	533	2	4	7	10	14	19	80	74	67	9	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	332	5437	79734	93	96	99	569	548	554	0	3	3	15	22	19	85	75	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	169	2698	39243	94	98	99	581	561	568	NA	2	2	6	15	12	93	82	85	1	1	1
Male	163	2738	40413	92	95	98	556	536	541	1	4	4	24	29	26	75	67	70	NA	0	0
African American	15	221	4285	100	96	99	544	543	548	NA	2	3	53	27	22	47	71	74	NA	0	0
Hispanic	64	1761	31254	88	96	99	557	524	539	NA	6	5	23	33	25	77	60	70	NA	0	0
Asian/Pacific Islander	NC	112	1837	NC	95	99	NC	564	579	NC	3	1	NC	16	9	NC	79	87	NC	2	2
American Indian/Alaskan Native	11	241	4613	92	96	97	523	526	535	9	6	4	27	33	29	64	60	67	NA	0	0
White	233	3102	37668	94	97	99	575	564	569	NA	1	1	9	14	13	90	84	85	0	0	1
Students with Disabilities	NC	376	8943	NC	75	92	NC	484	495	NC	13	11	NC	55	51	NC	30	38	NC	3	1
Students without Disabilities	326	5061	70791	99	98	100	570	552	561	NA	2	2	14	19	15	86	78	83	0	0	0
Limited English Proficient Students	11	479	9138	92	94	97	496	464	492	NA	20	13	82	56	46	18	24	40	NA	NA	NA
Migrant Students	--	35	687	--	95	97	--	501	528	--	9	6	--	49	28	--	43	65	--	NA	NA
Economically Disadvantaged	82	2395	33718	89	95	97	553	527	538	1	5	5	27	33	26	72	62	69	NA	0	0
Non-Economically Disadvantaged	250	3042	46016	95	97	100	574	565	567	NA	1	2	11	13	14	89	85	84	0	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	94	66	NA	54	99	62	55	50	99	72	61	54
	Language	99	73	64	58	99	64	58	52	98	75	65	58
	Mathematics	99	78	75	62	99	64	58	50	97	73	65	54
8	Reading	92	64	NA	55	99	64	57	51	97	70	63	58
	Language	98	68	58	52	99	62	55	50	94	68	59	56
	Mathematics	98	76	73	61	99	66	62	53	95	73	67	58
9	Reading	93	56	NA	42	97	66	60	51	96	76	63	52
	Language	97	61	54	42	97	64	59	50	96	76	63	50
	Mathematics	97	81	76	63	98	66	62	50	96	76	67	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Rhodes Junior High School

School Site Council

Council Composition

2 School Administrator(s)
0 Non-certified Employee(s)
7 Teacher(s)
7 Parent(s)
0 Community Member(s)
2 Student(s)

Council Duties

Ü Parent/Educator Relations
Ü Curriculum Development
Ü Student Discipline
Ü School Safety Issues
Ü Extracurricular Activities
Ü Instructional Strategies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	64.00
Other Professional Staff	7.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	3	0	0
4 to 6 years	2	6	0	0
7 to 9 years	4	3	0	0
10 or more years	17	18	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	250
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Quality Performing Arts Facility	Ü 4 Computer Labs
Ü Up-to-Date Industrial Arts Labs	Ü Gymnasium

Extracurricular Activities

Ü National Junior Honor Society	Ü Rhodes Ambassadors
Ü Performing Arts Club	Ü Multi-cultural Club-Social Studies Club
Ü Student Government	Ü Step-Club (Dance)
Ü National Academic League	Ü Math Counts Club

Social Services

Ü Adult Education	Ü Mentoring Program
Ü Clothing/Food Banks	Ü Community Performing Arts
Ü Community Classes	Ü Community Sports and Organizations
Ü Counseling Services	

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Forty-seven percent (47%) of registered students achieved honor roll status during the 2004-05 school year with a 3.5 or better grade point average.
- ü Thirty-nine percent (39%) of all ninth grade students qualified for the President's Award of Recognition for Academic Excellence.
- ü One hundred and eleven students were inducted into the National Junior Honor Society.
- ü 7th grade student was the Cesar Chavez Art award winner for 2004 in Mesa.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Rhodes Junior High is committed to ensuring a safe and secure environment for instruction and learning. Clear and concise student behavior rules and expectations are set. These rules and expectations are fairly and consistently enforced. All students sign a contract which states they will not engage in any bullying or harrasment. The school counselors provide whole group instrucion to all students in drug prevention, bullying, tolerance and diversity.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

32

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Matt Devlin	(480) 472-2310
Transportation Policy	Transportation	(480) 472-6109
Community Resources	Irene Gamez	(480) 472-2333
School Nutrition Programs	Loretta Zullo	(480) 472-0900
Parent Organization	Matt Devlin	(480) 472-2310
Student Health/Nurse	Lyn Proctor	(480) 472-2350

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.